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SUPERVISING OCCUPATIONAL EXPERIENCE PROGRAMS, A SPECIAL
CONFERENCE REPORT.

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UNIVERSITY PARK

NINE PARTICIPANTS IN A WORKSHOP AT NEW MEXICO STATE
UNIVERSITY DEVELOPED THIS FOUR-PART HANDBOOK FOR OPERATING
SUPERVISED OCCUPATIONAL EXPERIENCE PROGRAMS. RESOURCE PERSONS
FROM ADULT EDUCATION, AGRICULTURAL EDUCATION, VOCATIONAL AND
TECHNICAL EDUCATION, AND HORTICULTURE WORKED CLOSELY WITH THE
GROUP. PART 1 COVERS STEPS FOR ORGANIZING AND ADMINISTERING
THE OCCUPATIONAL EXPERIENCE PROGRAM, AND ELABORATES ON THE
ROLE OF COMMUNITY SURVEYS AND ADVISORY COUNCILS. PART 2 GIVES
DETAILS OF SELECTING AND PLACING STUDENTS IN THE OCCUPATIONAL
WORK EXPERIENCE PROGRAM. PART 3 EXPLAINS THE TEACHING,
SUPERVISING, AND COORDINATING OF OCCUPATIONAL EXPERIENCE
PROGRAMS. PART 4 PRESENTS GUIDELINES FOR EVALUATING THE
PROGRAM. THE APPENDIX CONTAINS AN EMPLOYMENT OPPORTUNITIES
SURVEY FORM, STUDENT INFORMATION SHEET, AND A PLACEMENT
AGREEMENT. (EM)

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SUPERVISING OCCUPATIONAL EXPERIENCE PROGRAMS

A Special Conference Report

NEW MEXICO STATE UNIVERSITY
College of Agriculture and Home Economics
Department of Agricultural and Extension Education
University Park, New Mexico

Resident Instruction
Series Number 7
February, 1966

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- FOREWORD -

New Mexico State University was especially fortunate to have Dr. Lowery H. Davis, Head of the Department of Agricultural Education at Clemson University, to conduct a workshop on supervising occupational experience programs. The results of the workshop published in this report will be most helpful at a time when program challenges are being focused toward experience programs.

The Department of Agricultural & Extension Education appreciates the leadership which Dr. Davis gave to directing the conference and the editing of the final report.

J. D. McComas
Associate Professor & Head
of the Department of
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APPRECIATION

Appreciation is expressed to the Consultants who worked closely with the group during the workshop. There was no attempt to have formal presentations from the resource personnel. Rather, they worked informally with the group. Therefore, their ideas are found incorporated throughout the report.

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ORGANIZING AND ADMINISTERING
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**Organizing and Administering
the Occupational Experience Program**

Occupational Experience Programs

Occupational experience programs are designed to provide supervised experiences for gainful employment. Students are given classroom instruction in various occupations and then have the opportunity to further their education while on the job. This program is accomplished by establishing a cooperative arrangement between the school and the businesses and industries in the community. This enables students who are in the 11th and 12th grades to receive occupational experience while completing the requirements for a high school diploma. The student spends a predetermined number of hours during the year working in the occupational experience center. These hours may or may not occur during the regular school day. The training received at the occupational experience center is under the direction of an instructor selected from the firm or business in which the student is working. The teacher has the responsibility for providing the related instruction and coordinating the program.

In organizing an occupational experience program, the teacher should meet with the school administrators to discuss the program and agree on the steps to follow in developing a new program. These steps are not necessarily in the order to be accomplished.

1. The appropriate State Supervisor of Vocational Education should meet with local officials to explain state policies and standards.

2. A local advisory council should be appointed.
3. The public should be informed.
4. A survey should be made of local businesses that are related to the desired occupational experiences.
5. A survey of the student body should be made to determine the number of prospective students.
6. The school should develop local policies for directing the occupational experience program.
7. Obtain the necessary equipment and facilities.
8. Select students and occupational experience centers.
9. Develop occupational experience plans and complete necessary forms and certificates.
10. Obtain all instructional material needed.

The Community Survey

The purpose of a Community Survey of Occupations is to provide information for occupational guidance and for planning new programs.

The primary intent of the survey is to analyze the segment of our economy not now adequately served by vocational and technical education, and about which sufficient knowledge for program development is not available.

Specific Objectives of the Community Survey¹

1. To identify present and emerging occupations, for which

¹A Study to Determine Employment Opportunities and Needed Competencies in Agricultural Occupations Other Than Farming, University Park, Pennsylvania, Department of Agricultural Education, Pennsylvania State University.

occupational experience programs should be available.

2. To determine present and anticipated numbers of employees in these occupations and their job titles.
3. To estimate the annual turnover and entry opportunities in these occupations and job titles.
4. To determine competencies needed for entry and advancement in these occupations.
5. To determine other characteristics of the occupations such as salary, minimum age of entry, labor laws and union restrictions, required formal education and experience, licensing and certification.
6. To determine continuing education needs of those employed in these occupations.
7. To structure course outlines and curricula.

The community survey may be used to indicate movement of the student population. Do they remain in the community after graduation or move to another area to accept different occupations? These answers will be important in developing the needed areas of occupations.

The survey form² shown in Appendix 1 was developed at Pennsylvania State University for use in determining employment opportunities in agricultural occupations. This survey may be used as a guide for other occupational experience programs.

²Ibid., pp. 6-9.

The Advisory Council

The advisory council is a lay committee which assists in the planning, execution, and evaluation of the occupational experience program. To qualify as a member of the advisory council a person should express an interest in the problems of the school. The membership should be represented by a respected leader in the business field, and represent a cross-section of those affected by the program. Not all advisory committee members need to come from a school attendance area. The teacher and a member of the administrative staff should serve as ex-officio members of the council.

The advisory council may aid in public relations, provide a closer tie between the community and school, provide a clearer image of community problems and needs, and present to the community the expected goals of the occupational experience program.

The advisory council should be initially appointed for different terms so experienced members will be on the council at all times. This council should consist of five or more members. The advisory council members should be appointed or elected by the local school board. The council should serve a definite term of office.

Function of an Advisory Council³

1. Assist in the selection of training centers.
2. Renders service in developing employment opportunities.
3. Assists in setting standards for student selection.
4. Provides guidance in wage and hour problems.

³Marvin G. Linson and Harold Anderson (ed.), Handbook for Developing and Operating Agricultural Occupations, Fort Collins, Colorado, Vocational Education Department, Colorado State University, p. 10.

5. Helps publicize the program.
6. Gives advice on the selection of references and other instructional aids.
7. Assists in setting local training standards.
8. Renders assistance in conducting the community survey.
9. Assists in the selection of subjects, course content, and special emphasis that should be included in the occupational experience program.
10. Assist in evaluating the occupational experience program.

Local Policies

It is difficult to suggest specific policies which would be suitable for every situation. Local policies being basically essential in any program for proper administration require their use. The following policy guides are suggested for the local school board and teachers of the occupational experience program to consider when establishing local policies.

A. School Board Policies

1. Insurance
 - a. Accident insurance
 - b. General liability insurance
 - c. Workman's compensation insurance
2. Transportation
3. Course schedule for participating students
4. Scheduling occupational experience program
5. Providing for supervisor time and travel allowance

6. Eligibility of students
7. Approval of areas of occupational experience to offer

B. Departmental Policies

1. Number of students in class
2. Evaluating students (grades)
3. Standards for occupational experience centers
 - a. Suitability for student participation
 - b. Health and safety
 - c. Progressive learning opportunities
 - d. Wages received by students

Informing the Public

The best publicity for an occupational experience program is a successful program. However, success or failure of any program is often dependent upon the publicity it receives. If the public has a good understanding of the aims and objectives of the occupational experience program, the chances are that the program will be easier to organize and supervise.

There are numerous methods of introducing the program to the community. It is advisable to use a combination of the communication outlets rather than just one or two. It is also important to keep the program in the news at all times.

The teacher should become acquainted with the newspaper editor and the radio and television personnel in the community. These mass media services provide an excellent means of introducing the program to the community.

The school teaching staff, student body, and the Parent-Teachers Association should be informed of the occupational experience program. If the people who are closely associated with the school have a clear understanding of the value of the program, their approval and support may be obtained.

The Chamber of Commerce, civic clubs, and other groups provide excellent opportunities for acquainting the businessmen of the community with the program. It would be desirable to contact these organizations before conducting a community survey so that the businessmen will have some knowledge of the program when contacted by the interviewer.

When the teacher is visiting prospective occupational experience centers, he should have a calling card with his name, office telephone number, home telephone number, and the name of local high school. A brochure that briefly explains the occupational experience program should be left with the prospective employers to give him a better understanding of the program.

As the program develops, the teacher should accumulate an album of pictures of local students receiving education in the occupational experience center. These pictures will be useful in securing new experience centers and will also be valuable in newspaper publicity.

A final reminder - the best publicity for an occupational experience program is a successful program.

Public Relations

The occupational experience program requires the teacher

to work closely with employers and the student's supervisors. The cooperation of employers is mandatory to provide occupational experience for the students and future permanent employment.

The teacher should strive to gain the cooperation of organized labor. The teacher should learn the requirements for admission and the possibilities of substituting occupational experience for part of apprenticeship requirements.

The teacher should gain valuable assistance by cooperating with the Employment Security Commission. The Employment Security Commission may assist in finding part-time occupational experience centers, securing full-time employment for graduates, and could assist in recruiting and testing prospective students.

Governmental agencies are very important due to the large number of employees maintained. The cooperation and backing of these agencies may yield excellent placement opportunities for occupational experience program graduates.

In school, the cooperation of other teachers is highly desirable. Through mutual cooperation the occupational experiences may be expanded, the training in the active occupational experience areas may be intensified, and the experience program may even reach a team teaching situation.

**SELECTING AND PLACING STUDENTS
IN THE OCCUPATIONAL WORK
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Selection of Occupational Experience Centers

The selection of adequate training centers is an important key to successful training. The following steps are listed as a guide in the selection of training centers.

1. Compile a list of all possible training centers, utilizing:
 - a. Yellow pages of telephone directory
 - b. City directory
 - c. Chamber of Commerce
 - d. Records on file of previous training stations
 - e. Employment Commission
 - f. Leads through:
 - (1) Civic organizations
 - (2) Advisory committee members
 - (3) Counselors and other school personnel
 - (4) Other business people
 - (5) Trade Associations
 - (6) Professional organizations
 - g. Door to door contact.
2. Have the superintendent send out a letter, introducing the program and the teacher of occupational work experience, to the prospective employer.
3. Arrange for an interview in each firm which might serve as a training center. This would be a follow-up to step 2.
4. Use the following criteria in selecting training centers:
 - a. The training center must provide a suitable occupation.

- b. The job should require training, not be just a routine work experience of a repetitive nature.
- c. The training center should be able to provide a wide variety of work experiences in the occupation, with a progression of difficulty or skill needed. There should be possibility for advancement within the establishment.
- d. The establishment should provide the student with adequate supervision by an on-the-job instructor-- this does not necessarily mean the manager.
- e. The employer and his personnel should understand and appreciate the importance of the occupational work experience program.
- f. The training center personnel should be capable and willing to provide adequate number of training hours and be willing to provide continuous training.
- g. The employer should be willing to pay the student.
- h. The employer should be willing to help plan the course of study for the student.
- i. The employer should be willing to provide reports on attendance, evaluation of work done, the personality development of the student--such as: attitude, judgment, initiative, cooperation, etc.
- j. The employer should be willing to work with the advisory council and perhaps serve on it if requested to do so.
- k. The training center should do a reasonable volume of business.

1. The training center should be within a reasonable traveling time from the school--a suggestion of approximately 30 minutes might be made.
- m. The training center should have a good reputation and be accepted by the community as a reliable respected business establishment.
- n. The working conditions should be clean, safe and satisfactory.
- o. The moral climate should be good and employer-employee relations good.
- p. The training center should have adequate facilities and equipment and use up-to-date methods.

Selection of Students

Much of the success of occupational experience programs depends upon the motivation of the students enrolled. Students of a high calibre are important. This does not necessarily mean those in the upper quartile, but refers to those students who possess the aptitude and motivation required for success in a given occupation. The objectives of a program of this type can only be attained when the student is capable and desirous of receiving training. There is a tendency among some educators to gear a program of this type toward students with low academic and leadership ability. Education in many occupations requires students with desirable personal traits and above average aptitudes.

The following steps are suggested as a guide to follow in selecting desirable students.

1. Get information on the program to the students through personal contact with student leaders who will "spread the word" about your program.
2. Make a general announcement concerning the program to all eligible students at least two months before the pre-registration for the next school year.
3. Have all interested students fill out an "Application for Enrollment" form. See example at the end of this section.
4. Make arrangements with the school counselor to obtain various test scores and other confidential information which will not be reported on the "Application--" form. Record this information on the teacher's copy ONLY of the "Student Information Sheet."
5. Request the permission and cooperation of the administration and guidance personnel in the administering and interpreting of all the vocational interest tests possible, such as Kuder and Strong.
6. Review the "Student Information Sheets" to determine those students who meet the minimum qualifications.
7. Before a final selection is made, each student should be interviewed personally. This will help obtain information that has not been listed elsewhere.
8. After completing the preceding steps, sufficient information should be available to make the final selection of students. The following criteria should be kept in mind when selecting students. Select students who:
 - a. Have an occupational objective.

- b. Have shown that they possess ability and willingness to work.
- c. Possess the ability to assume responsibility when necessary.
- d. Possess basic knowledge and interest in the subject matter in the training area.
- e. Have parents approval of their participation in the program.
- f. Will be at least 16 years old when the on-the-job experience period begins.
- g. Have maintained good school attendance records.
- h. Will be able to work the minimum required hours per week.
- i. Will be able to get to and from the training centers.
- j. Do not possess any handicap which would impair them in the performance of their duties on the job.
- k. Can secure a health permit to work when it is required at the training center.
- l. Have recommendations of his other teachers or the recommendation of the principal.

The Student Information Sheet for Vocational Occupations Courses (see Appendix 2) would be filled out by the student and signed by the parent, then returned to the teacher.

The teacher could then prepare a typewritten copy in duplicate of the Student Information Sheet for Vocational Occupations Courses, completing the additional information called for at the bottom from the official records. This would provide the employer, the teacher and the school with a copy, which is desirable.

It would be most desirable to have these copies color-coded.

The teacher may find it desirable to maintain a separate file of Parent Permission blanks. If this is adaptable to the situation, a separate file could be handled more compactly by utilizing a 3 x 5 card file. The information would be duplicated on the card and the parent would need to fill in only the name of the child and sign on the bottom line.

_____ Name of Student	_____ Date
_____ has my permission to participate in the occupational experience program. I shall cooperate with the teacher and the employer to make this a most worthwhile program for my _____. (Son or Daughter)	
_____ Signature of Parent	

Placement of Student in Occupational Experience Centers

After the list of qualified students and suitable occupational experience centers has been completed, the teacher has a big job in insuring that the proper student is placed in the right occupational experience center. We must keep in mind that the employer will always make the final selection of the student to be placed in his

business, but the teacher can perform certain activities that will make the transition smooth.

1. Prepare the Student.

- a. Give instruction in the competencies necessary for success on any job.
- b. Give orientation on the various job categories, so the student will have at least an acquaintanceship with this particular line of work.
- c. Help the student become aware of the competencies required specifically in the job area he is about to enter.
- d. Stress the necessity for consideration of personal appearance; cleanliness, suitable clothing that is neat and clean, appropriate shoes; hair that is cut in a conservative fashion and make up applied modestly.
- e. For the interview by having him:
 - (1) Telephone the firm for an appointment for the interview.
 - (2) Prepare a self-evaluation so he will recognize his own strong points and weak points; his ambitions; what he can do; what he has to offer; why he is interested in the work.
 - (3) Know something about the company at which he is applying.
 - (4) Get some idea of what salary or wage he can expect.
 - (5) Realize the importance of being prompt for the interview.

- (6) Know proper personal behavior during the interview.
- (7) Know how to leave the interview.
- f. To fill out an application blank if requested to do so, by:
 - (1) Reading directions carefully FIRST.
 - (2) Having work experience log available--most recent job listed first, etc.
 - (3) Having references: names, addresses and permission to use names.
 - (4) Knowing something about the job for which the student is applying.
 - (5) Realizing that spelling, handwriting, neatness and accuracy of the information on the application blank are all taken into consideration.
- 2. Prepare the Employer.
 - a. Provide him with detailed personal information on several eligible students.
 - b. Make sure that there is a clear-cut understanding of the mutual responsibilities of the employer and the student, the employer and the teacher, and the student and the teacher, in this program.
 - c. Assist the employer in any way possible in establishing the interview time, the selection of students if he requests it, and assure the employer of your utmost cooperation in making this experience mutually profitable to him and to the student.

Regulations in the Occupational Experience Program

There are so many facets of the occupational experience program that will be affected by prevailing laws, the teacher should prepare a check list in order to be sure that all phases of the program are in compliance with all of these prevailing laws and restrictions.

The following is suggested as such a check list:

1. School Liability
2. Teacher Liability
3. Employer Liability
4. Student Liability
5. Child Labor Laws
 - a. Federal
 - b. State
6. Social Security
7. Withholding Tax
8. Workmen's Compensation
9. Unemployment Insurance
10. Labor Unions
11. Other restrictions

State and Local Labor Regulations

The following laws may affect students working part-time and attending school part-time. Single agencies have issued pamphlets and bulletins covering one type of law, and these are usually available for a more detailed study from such agencies as the State Department of

Education, the United States Department of Labor, the State Security Commission, the State Department of Public Welfare, the Social Security Office, and the State Department of Distributive Education.

1. School District Liability

A school district is a governmental function and as such is not liable in performance of governmental functions. If the school board approves, the school is not liable nor can it be sued. Be sure the occupational experience program is approved by the local board, and this is indicated by being recorded in the minutes of a board meeting.

2. Teacher Liability

This is a matter of degree. There are no laws, basic principles or guide lines. In court, decisions are based on evidence of proper safety instructions. In such cases, it is helpful to have safety tests given, materials taught, dates, etc. Decisions are based on prudence. A jury decides negligence, if any.

A teacher can purchase insurance. A comprehensive personal policy is specifically endorsed for teaching as an occupation. Teachers are agents of the school board and as long as they are acting for and under the school board, they are protected. In New Mexico, a teacher who is a member of the New Mexico Education Association is covered by a \$10,000 court-costs policy.

A comprehensive general liability policy or contract covering agents and employees of school districts and buildings is

available. This covers situations such as falling down stairs, cutting one's self, etc.

3. Employer Liability

An employer must have Workmen's Compensation Insurance.

An employer or teacher cannot sign away rights for any individual as to a liability. Workmen's compensation policy premiums depend on the amount of the payroll.

There are two kinds of workmen's compensation:

- a. Statutory employment--compensation is required.
- b. Voluntary employment--for farmers, chauffeurs, servants, etc.

4. Student Liability

Insurance for himself is not required; however, it is well to suggest it. Two people cannot effect the rights of the third party.

Students working as a part of the work experience program would be subject to strict supervision of teachers, working as the agent of the school board would not be liable, but employer is not excused for tort--a wrong inflicted, injury.

5. Child Labor Laws

- a. Federal--For those occupational experience centers which come under federal jurisdiction, the employer is charged with having all available information. The teacher, however, should familiarize himself with the laws, by referring to Child-Labor Bulletin #101, A GUIDE TO CHILD LABOR PROVISIONS OF THE FAIR LABOR STANDARDS ACT--U. S. Department of Labor.

b. State--Each state has slightly different child labor laws. Each teacher should contact the Employment Security Commission of his state for the laws and for assistance in correct interpretation of the laws. In New Mexico the law states:¹

- (1) Minimum age--14 in any occupation during the hours school is in session.
- (2) Hours--for minors under 16, 8-hour day, 44-hour week. Prohibited to work between 7 p.m. and 7 a.m. in any occupation.
- (3) Permit Certificate--Permit certificates are required for employment of children 14 and 15 years of age during school term, under 14 outside of school hours and vacations. Age certificates for minors 16 and over are issued by the superintendent or principal of schools for children residing within their respective school district.
- (4) Minimum Wage--Students regularly enrolled in primary and secondary schools, working after school hours or on vacation, are exempted from minimum wage.
- (5) Prohibited Occupations for Minors under 16--Minors under 16 are prohibited to work in any hotel, place of amusement, pool or billiard hall, bowling alley, theaters, concert halls, wholesale drug stores; in or about any establishment where malt or alcoholic liquors are manufactured, packed, wrapped, or bottled; in the

¹How New Mexico Labor Laws Protect You, Pamphlet, New Mexico Department of Labor; Santa Fe, New Mexico.

preparing any composition in which dangerous or poisonous acids or alkalies are used; manufacturing of paints, colors, or white lead; dipping, drying or packing matches; manufacturing, packing, or storing powder, dynamite, nitroglycerine compounds, fuses or other explosives; manufacturing of goods for immoral purposes; oiling, wiping, or cleaning machinery while in motion, or assisting therein. Prohibited from operating the following: passenger or freight elevators; automobile, motor cars, or trucks; laundering machinery, dough brakes or cracker machinery of any kind; belted sewing machines in any workshop or factory (or assisting therein in any capacity whatever); adjusting any belt to any machinery; circular saws (or assisting in operating) wood jointers, wood shapers, planes, sandpaper, or wood polishing machinery; picker machines, wool, cotton, or hair picking machines; paperlacing machines, burnishing machines in any tannery or leather manufactory; job or cylinder printing presses operated other than foot power; emery or polishing wheels for polishing metal; wood turning or boring machinery; steam boilers, steam machinery or other steam generating apparatus; power punches or shears; washing, or grinding or mixing mills.

6. Social Security

If a student does not have a social security card, he should check at the nearest Social Security Office and apply for one.

Application blanks may also be picked up at the local post office. Nearly all occupations are now covered by social security and if the student earns more than \$50 in a quarter of a year, he will have social security deducted from his wages.

7. Withholding Tax

The employer will withhold a certain portion of the student's wages from his pay for Federal Income Tax purposes. If the earnings during a calendar year do not exceed \$600, the student may file for a refund. This is not to say that the student may not file a tax return if he makes over \$600, but only indicates that each student is presently given a \$600 deduction regardless of whether his parents claim him for tax purposes.

8. Workmen's Compensation

Workmen's compensation for business is a madatory program in most states. Students are covered by this insurance as long as they are compensated employees. State Insurance covers all age groups whereas some private insurance rates vary according to the age groups to be covered. Since employers are given the choice of buying state or private insurance, it would be best if each teacher would check to see if each employer's insurance covers the age bracket in which the student falls.

9. Unemployment Insurance

Check with your State Unemployment Security Commission about unemployment insurance. In New Mexico, students are considered part-time employees and are not eligible for unemployment.

10. Labor Unions

Before any student is placed in a training center, it should

be determined to what extent, if any, the labor unions representing employees are involved. This information can be secured from the employer, employees or labor union representatives. As each occupational experience center is an individual establishment and the work may vary, each student's case must be handled individually. It is the responsibility of the teacher to see that this determination is made.

Developing Educational Plans

In order that the occupational experience program can meet the goals set forth, planning will need to be a cooperative activity between the teacher, and the employer. There needs to be a definite understanding between the teacher and the employer as to which learning experiences will be supervised by each one, and the responsibility of the student himself in developing certain competencies.

It is to be assumed that the student will have a general background in the subject matter of the vocational area. How much specialized information or level of skill the employer is entitled to expect of the student at the time he enters his employment, will depend to a great extent upon the specific job.

For example, in the area of Office Occupations Experience, a secretarial student would be equipped with a salable skill of shorthand and typewriting. In the same Office Occupations Experience Program, a student placed in an office-clerical position, would possess no shorthand skill, but would have only a salable skill in typewriting. From the same Office Occupations Experience Program, a student with no IBM Machines experience, might be placed in an office that is willing to take the student with no previous acquaintanceship with IBM machines and develop right on the job a salable skill on machine operation.

It is to be assumed, however, that there are competencies needed to be successful in any line of work. These are to be developed to the greatest extent possible by the student, motivated by the teacher and the home, in order that the student will be better equipped to take his position as an employee and can benefit to the maximum extent from his experience.

The community survey could serve as a guide in preparing a list of specific competencies needed for a particular job, but the following might be a good starting list of general competencies needed.

General Competencies Needed for Success in any Occupation

1. Health habits
 - a. Cleanliness about person and clothing
 - b. Adequate sleep as it reflects in alertness and disposition
2. Responsibility
 - a. On time
 - b. Accepts and carries out duties
 - c. Honest
 - d. Accurate and careful
 - e. Care of and concern for materials, equipment, and safety factors
3. Adaptability
 - a. To other people
 - b. To changing situations
 - c. Or application of knowledge in the work situation
4. Appreciation of or attitude toward
 - a. Himself
 - b. His teacher
 - c. His fellow students
 - d. His employer
 - e. Work to be done
 - f. Life in general
 - g. Plans for the future
 - h. Desire for Improvement

5. Ability to

- a. Follow instructions
- b. Use time effectively
- c. Exercise initiative and judgment
- d. Look ahead; anticipate problems as well as opportunities

Specific Plans for Occupational Experience Program

A coordinated plan for the classroom instruction and on-the-job experience is a must. Therefore, it should be made jointly by the teacher and the employer.

The employer should prepare a list of the duties or the steps in the progressive learning situation on the job and the teacher would have a plan of study in the classroom to prepare the student to meet the demands of the work experience. This means the classroom instruction would be a step ahead of the occupational experience; however, in the event the student encounters a situation in which a skill or concept has not been taught, the teacher would make provision for this need in the plans.

The following form might be used for such planning.

CLASSROOM INSTRUCTION	ON-THE-JOB EXPERIENCE
July 1	July 1
July 2	July 2

The student would keep a record of the various experiences or duties performed each day and a periodic check-up would indicate whether

or not the plan is being followed and point up needs for revisions in plans or in teaching procedures of either the teacher and/or employer.

See Appendix 3 for Placement Agreement.

**TEACHING, SUPERVISING AND COORDINATING
OCCUPATIONAL EXPERIENCE PROGRAMS**

Committee III

Joyce Coffey

University Park, New Mexico

**Glen Gabehart, Chairman
Lovington, New Mexico**

Teaching, Supervising and Coordinating

Occupational Experience Programs

Occupational experience is essential if a student is to become proficient in the skills necessary to become successfully employed. Along with experience on the job, the student needs classroom work related to the occupational experiences. The occupational experience program requires proper cooperation and communications between the school, teacher, occupational experience center, student and parents.

OBJECTIVES:

1. To develop an understanding of and appreciation for occupations being considered for employment.
2. To determine qualifications needed for the available job opportunities.
3. To provide experience to each student for the purpose of determining his strengths and limitations to aid him in making occupational choices.
4. To develop skills and abilities required for students to assume duties and progress on the job.
5. To integrate the subject matter being taught with the needs of each student at the occupational experience center.
6. To provide proper supervision of the student by the teacher and employer at the occupational experience center.

Teaching Occupational Experience Programs

Several plans may be used in teaching occupational experience programs. Consideration should be given to the available training centers, the number of students that can be placed in each training center, the number of closely related training centers, the facilities

of the school, and the competencies of the teacher. A survey may be conducted to determine local conditions and possibilities and serve as an aid in selecting the best plan for the community.

No attempt has been made to set up time schedules or requirements because of the wide range of occupations available for training, the differences in the length of periods at schools, and the differences in school requirements.

One of the following plans may be employed. Variations of these plans could be adapted to fit local situations.

Plan A. (For multi-occupational experience programs)

Plan A is probably the most difficult occupational experience program to properly instruct, supervise and coordinate. More information on Plan A is included in this study because of its difficulty.

Instruction may be of two types: A core of general related instruction which will be presented to all students regardless of the occupation in which they are working, and technical instruction related to each specific job area in which the different students will be working. There may be specific technical information common to two or more job areas that could be taught as a unit by the teacher. If this is feasible it may be employed.

General related subject matter

1. The occupational opportunities available in the area, state, and nation with respect to persons employed, trends, etc.
 2. The effect of education on lifetime earnings.
 3. Steps in selecting a career.
 4. Developing career briefs.
 5. Desirable characteristics for a job.
- 

6. What the employer expects from you.
7. Writing letters of application.
8. The personal interview.
9. How to succeed on the job.
10. The importance of continuous education.
11. The apprenticeship program--labor organizations.
12. Laws affecting workers.
13. Insurance programs (Social Security, Workmen's Compensation, Life Insurance programs.)
14. Your responsibilities as a citizen of the community.
15. Safety.
16. Work habits and attitudes.
17. Cleanliness and grooming.
18. Problem solving ability.
19. Job initiative.
20. Loyalty.

Specific technical subject matter has to do with the information and knowledge needed for competency in a skilled occupation. Since each student will be covering different material involving different occupations, group teaching techniques may be more difficult to employ. Individualized instruction must be used more frequently so that the needs of each student can be met. Most of this will be done through individualized study.

The material which a student studies during the specific related instructional period will be determined from the education plan and should be correlated with the occupational experience in which the student is engaged.

A student study guide should be developed for each phase of the occupational experience program. In some cases these have been developed by other states and are available for a nominal fee.

The student study guide should contain key questions, problems and other assignments to enable the student to become familiar with the information which the occupational experience plan lists as being pertinent to the occupational experience. The study guide should also list the references and, in some cases, present basic information so that the student may comprehend the material by working on an individual study basis. A sample student guide is included. A source of information on student study guide can be obtained from Industrial Education Department, University of Texas, Austin, Texas. The title is "Student Study Guide for use in Cooperative Training Programs."

Plan B. (For single-occupational experience programs)

Plan B should be the most effective plan because it allows the use of common instructional materials, is more concentrated and lends itself to more teacher control because group teaching is used. It should allow the teacher to use his abilities and training more effectively in the area for which he is most qualified.

This plan requires the teaching of a core of general related material and technical information as did Plan A. However, the technical information will be the same for each student because Plan B will consist of students studying for a single occupation. (Example: ornamental horticulture) This eliminates the necessity of individual study as the primary means of instruction and allows the teacher to use group instruction methods. Attempts may be made to correlate the instruction with the work activities at the occupational experience center, but it

STUDENT STUDY GUIDE**Assignment Sheet****JOB TITLE**

1. Job description, history and other general information.

2. Student assignment.

a. Assign references to read.

b. Drawings or other special assignments.

3. List of references.

4. Problems to be solved: (Questions)

a. Questions are in the form of an objective type test.

is not considered as a must. A student might receive instruction for one or two years prior to being placed in an occupational experience center.

This plan could use a laboratory when the development of skills prior to job placement are either necessary or desirable. The use of a school laboratory might also aid the student in developing proficiencies needed to progress on the job that would not be possible under classroom situations.

Plan C. (For multi-occupational experience programs with
laboratory facilities.)

Careful consideration should be given to the selection of job areas in Plan C. The use of laboratories requires that the job areas be closely related. The teacher must be proficient in teaching laboratory skills. In most cases he would not be effective outside his educational field. Team teaching of laboratory instruction might be given consideration.

This plan may be used when extensive laboratory facilities can be made available for several job areas. In some instances a single laboratory might fit the needs of several job areas. In other instances several different laboratories may be needed. For example, a single "office machines" laboratory may fit the needs for a business occupations experience program. A multi-experience program in agriculture might require a greenhouse, farm mechanics, and animal science laboratories.

**Coordinating Classroom Instruction
With the Occupational Experience**

To be effective, occupational experience programs must provide "learn by doing" experiences. The occupational experience must bridge the gap between classroom theory and actual practice. The classroom

work should aid in developing skills and abilities needed in the student's occupational experience program. Effective coordination of all phases of the occupational experience program must be maintained to insure that the training being received by the student is developing necessary skills and abilities and is fitting him for future employment.

The following are suggestions that will help in coordinating the classroom instruction with the occupational experience.

1. Use community, area, or state occupational surveys to determine job opportunities and skills necessary for these jobs. In some cases the teacher may have to make his own survey or interpret existing surveys in terms of his needs.
2. Organize an advisory council.
3. Prepare common instructional material needed by all students.
4. Have graduates of the occupational experience program evaluate the classroom instruction.
5. Confer with employer on shortcomings of student.
6. Check progress reports of student and compare them with their occupational experience schedules. Make adjustments in classroom instruction if necessary.
7. Confer with school administration concerning needs of instructional equipment to better fit classroom instruction to the needs of the students.
8. Develop study outlines or units for each occupational experience area.

Supervision of Student at the
Occupational Experience Center

It is important that there be a clear understanding of the responsibilities of the student, parents, the school, and the employer. Close working relationships between the school and the business establishments result in improved community understanding of the entire school program and greater cooperation in all school activities.

Both students and teacher are able to bring to the school a fresh outlook and a keener realization of how the school can be of greater practical service to both individual students and the entire community.

Supervision by the employer

1. Assist in the development of the occupational experience plan.
2. Provide instruction at the training center.

Supervision by the occupational experience teacher

1. Work closely with the employer and/or the person directly responsible for training the student.
2. Make periodic visits to the training center to check with the employer.
3. Observe the student in training.
4. Develop course content for in-school instruction.
5. Cooperate with the employer in establishing work processes and schedules for the occupational experience.
6. Secure occupational experience positions for students enrolled in the course.
7. Recommend to employers the students with the skills, abilities, and interests necessary for each job.
8. Be responsible for a continuous follow-up to make certain that both student and employer are satisfied with the occupational experience plan and benefiting from the arrangement.

A workable program of cooperative part-time training is impossible unless the teacher can arrange to visit and observe those enrolled in the program. Through these visits the teacher will be able to create a friendly and sympathetic attitude between school and business and at the same time broaden his own knowledge. They are valuable in correlating related classroom instruction with the occupational experience; in making comparisons between actual work accomplished with the occupational experience plan content; and in evaluating the student's progress on the job.

It is necessary for the teacher to know in what ways a student does well on the job and in what ways he is weak. The teacher who supervises the work of employed students serves in a dual capacity. In addition to his responsibilities for the instruction and guidance of the students, he performs an extremely important public relations function.

Following is a list of information to gather when a coordinator makes a supervisory visit.

1. Is the employer satisfied with the student?
2. What is the student's attitude toward his job, employer, fellow workers?
3. Is the student progressing according to the occupational experience plan?
4. What instruction is being given on the job?
5. Is the student satisfied with his occupational experience?
6. What related instruction is in need of urgent attention?

EVALUATION OF THE OCCUPATIONAL EXPERIENCE PROGRAM

Committee IV

Alvin Cook, Chairman

Quemado, New Mexico

Mario L. Cardenas

Taos, New Mexico

Evaluation of the Occupational Experience Program

Evaluation defined:

"Evaluation is the process of determining how well people are accomplishing what they set out to do."¹ The evaluation of occupational programs is concerned with collecting and analyzing evidences of progress towards goals or objectives accepted as being important by the persons who conduct these activities.

Evaluation becomes a valuable tool for measuring progress towards goals and for determining the weaknesses as well as the strengths in the process of attempting to reach these goals. To be worth while evaluation must be continuous. It has to be part of the teaching process. It is not just something that is done at the end of a course or program.

Evaluation is a tool; it is not an end in itself. It is the means by which programs and methods can be made more effective. If an evaluation is to be effective, those workers must incorporate the findings into their program.²

Evaluation of the Occupational Experience Program

by the Teacher, the Student and the Employer

The teacher, the student and the employer must each contribute his fair share in the evaluation process. The success of the program will be determined by how well the following objectives have been met:

¹George P. Deyoe, Farming Programs in Vocational Agriculture (Illinois: The Interstate Publishing Company, 1953) p. 152

²Adopted from Evaluation in Extension, Division of Extension Research and Training, Federal Extension Service. H. M. Ives and Sons, Inc. Topeka, Kansas. 1959

Objectives

1. To develop an understanding of and appreciation for occupations being considered for employment.
2. To determine qualifications needed for these available job opportunities.
3. To provide experience to each student for the purpose of determining his strengths and limitations to aid him in making occupational choices.
4. To develop skills and abilities required for students to assume duties and progress on the job.
5. To integrate the subject matter being taught with the needs of each student at the occupational experience center.
6. To provide proper supervision of students by teacher and employer at the experience work center.

The following factors must be considered in accomplishing the above mentioned objectives by persons as indicated:

Teacher responsibility

1. To establish guide lines for measuring progress towards the objectives, and a program for the individual student. Guide lines should be established in cooperation with the school's guidance department.
2. To establish and maintain a cumulative record which will contain the following:
 - (a) Test scores
 - (b) Personality rating scales of the student as rated by the teacher and employer.
 - (c) Student's medical record.
 - (d) Program appraisal forms.
 - (e) Summary of student's occupational experience records.
3. Place student in proper occupational work center.
4. To visit and observe the student on-the-job. The frequency of visits will depend upon need of student.
5. Check student's records to establish a systematic method of keeping them current.
 - (a) Criteria for advancement in youth organization.
 - (b) Performance and progress on the job.
6. To maintain a favorable environment among the persons involved in the training program.

7. Develop annual and long range programs and make the necessary modifications as the need arises.
8. Together with the employer evaluates the student's progress.
 - (a) By casual on-the-job observation.
 - (b) During individual conferences.
 - (c) Classroom work
 - (d) Employer conferences.
9. Develop and establish a method of evaluating student's progress up to five years after termination of training.
10. Develop the most adequate way of grading the student up to the termination of the course.
11. Inform the student of the method of grading for the type of course.
12. To cooperate with the counselor in determining any changes of student's concepts, ability to solve problems, interests, attitudes, increase in knowledge and shift in values.
13. Develop criteria for the evaluation of the training center.
14. To evaluate his teaching effectiveness in those areas concerned with occupational experiences.
15. Furnish the employer with a rating sheet for evaluation purposes.

Student's responsibility

1. Discusses his present occupational experiences during student-teacher conferences.
2. Discusses with the teacher his further needs and interests to obtain maximum benefit from the program.
3. Discusses with the teacher the possibility of making additions to the program.
4. Keeps accurate and up to date records.
5. To establish and maintain a good working attitude throughout his occupational experience.
6. To follow the rules and regulations set up by the school, the teacher and the employer.

Employer's responsibility

1. To work in conjunction with the teacher in making program evaluation.

2. To cooperate with the teacher in evaluating periodically the student's performance.

Follow-up

"Follow-up refers to a number of purposes and procedures by which continuous information can be gathered and analyzed to determine development, activities, and adjustment of students."¹

Purpose of Follow-up

"Essentially, a follow-up of students can be used to revise the curriculum, to identify students in need of assistance and to improve the occupations program generally."² A follow-up also helps in measuring the effectiveness of the individual supervising the program, and to evaluate in terms of whether the program has provided the necessary experiences.

A follow-up study requires careful planning, careful delegating of responsibility, and means of collecting data continuously.

Follow-up for occupational experience programs should consist of

1. Gathering data about the student up to five years after the termination of his work experience program.
2. Work together with guidance services to help gather, analyze, and interpret data.

The following factors should be used in evaluating the classroom instruction³

1. Is the class carefully planned for in advance?
2. Does the classroom instruction include a variety of teaching methods and techniques such as conferences, lectures, films, panel discussions, student reports, and individual and group projects?

¹Dean C. Andrew and Roy DeVerl Willey, Administration and Organization of the Guidance Program (New York: Harper and Brothers, 1957) p. 294

²Ibid

³Work Experience Education, California State Department of Education, 1965 Edition.

3. In the planning of instruction, is full advantage taken of community resources by such activities as field trips to local firms and appearances of community leaders before the class?
4. Are the students' individual problems given attention?
5. Is information presented concerning the basic skills and attitudes that are common to all employment?
6. Does the instructor use suitable instructional materials in the classroom?
7. Are reports made by the employer and teacher used as a basis for classroom instruction and conferences?
8. Are students given an opportunity to participate in the evaluation of classroom instruction?

The following factors should be used in evaluating the occupational experience centers

1. Are employers carefully briefed concerning the purposes of the work experience education program and of the work centers?
2. Are work centers selected on the basis that facilities provide adequate work experience?
3. Do the work centers provide opportunities for well-organized, varied learning situations?

Suggestions for Evaluating the Courses

1. The number or percentage of students who were placed in the occupations for which they were trained.
2. The degree of success of the employee on the job as reported by the employer.
3. The acceptance of the course by present and prospective employers of students.
4. Employer evaluation of the quality of work performed by employees who have completed the course.
5. Number of students who are enrolled in post high school programs following graduation.
6. Upon completion of the course, what is the reaction of student toward the value of the program?
7. The number of students who for six months continued to work for their first employer following graduation.

8. Number of former students who are employed in the area for which they were trained a year or more after completion of the course.
9. Reason given by students who: (a) dropped out of the course (b) who terminated their employment.
10. Number of former students who have advanced to a higher level of employment.
11. Reaction of parents of student toward the course of instruction.
12. Reaction of school administrators toward the effectiveness of the course.
13. Acceptance of the course by the advisory committee.
14. Enrollment trends in the course.

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APPENDIX

APPENDIX I

Date of Interview _____

EMPLOYMENT OPPORTUNITIES AND NEEDED COMPETENCIES
IN AGRICULTURAL OCCUPATIONS OTHER THAN FARMING

I. Business of Service

A. Name of business or service _____

Address _____

B. Person interviewed _____

Position _____ Telephone _____

C. Year this business or service was established in this locality
_____D. Major products and/or functions of this business or service

II. Employees in this Business or Service -- Total Number _____

For employees needing competencies in agriculture, complete the following:

A. Existing Job Titles	Number of Employees	
	Full-time	Part-time
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____
B. Anticipated Job Titles		
1. _____	_____	_____
2. _____	_____	_____

III. Competencies Associated with this Job Title

A. Agricultural competencies

Check degree of competency needed

	To enter this job as a beginning employee			To advance in this job title or to a related position		
	None	Some	High	None	Some	High
1. Plant Science						
Plant propagation, seed production						
Plant growth, fertilization						
Control of insects, diseases, weeds						
Soils, types and conservation						
Performing production practices						
2. Animal Science						
Animal breeding, selection						
Animal growth, feeding						
Health and sanitation						
Housing and equipment						
Performing production practices						
3. Agricultural Business Management and Marketing (farming and agri-business)						
Budgeting, records and analysis						
Farm financing (credit, taxes, etc.)						
Labor management						
Marketing practices						
Agricultural Policy						
4. Agricultural Mechanics and Automation						
Farm power and machinery						
Farm buildings and conveniences						
Rural electrification and processing						
Soil structures (ditches, ponds, etc.)						
Farm construction and maintenance						

List other agricultural competencies that are needed for this job title.

III. Competencies Associated with this Job Title

B. Business and distributive competencies

Check degree of competency needed

	To enter this job as a beginning employee			To advance in this job title or to a related position		
	None	Some	High	None	Some	High
1. Occupational Information and Regulations						
Job opportunities and trends						
Job applications, interviews						
Personal qualifications, preferences						
Worker welfare (insurance, retirement, etc.)						
Legal requirements of the job						
2. Duties of Employees						
Receiving, marking, shipping						
Window and store display						
Salesmanship and customer relations						
Business mathematics						
Bookkeeping, office machines						
3. Business Organization and Supervision						
Employee relations with supervisor						
Employee relations with fellow workers						
Buying and merchandising						
Inventory, stock control, warehousing						
Internal business organizations						
4. Management and Economics of Business						
Capital management, financing						
Accounting, taxes						
Trade relationships, promotion, advertising						
Government regulations (ICC, PUC, FICA)						
Buying and merchandising						

List other business and distributive competencies that are needed for this job title.

III. Competencies Associated with this Job Title

C. Trade and industrial competencies

Check degree of competency needed

	<u>To enter this</u> <u>job as a</u> <u>beginning</u> <u>employee</u>			<u>To advance in</u> <u>this job title</u> <u>or to a related</u> <u>position</u>		
	None	Some	High	None	Some	High
1. Construction Trades						
Building maintenance						
Masonry						
Carpentry and cabinetmaking						
Sheet metal, tinsmith, coppersmith						
Painting and finishing						
Plumbing						
Heating, ventilation, refrigeration, and air conditioning						
2. Metal Trades						
Engines, repair and maintenance						
Machinist						
Welding						
3. Technicians						
Drafting (design, building, elevations)						
Hydraulics and pneumatics						
Industrial chemistry						
Quality control						
4. Related Subjects						
Blueprint reading						
Technical and service manuals, handbooks, etc.						

List other trade and industrial competencies that are needed for this job title.

IV. Characteristics Desired in Those Who Enter This Job Title

A. Educational level (check one only)

- | | |
|---|--|
| ☐ 1. Less than high school graduation | ☐ 5. Associate or junior college degree |
| ☐ 2. High school graduation | ☐ 6. Baccalaureate degree |
| ☐ 3. Post high school technical education | |
| ☐ 4. Some college education (not a degree) | |

B. Residential and experience background (check one only)

- | | |
|---|---|
| ☐ 1. Farm | ☐ 3. Urban |
| ☐ 2. Rural, non-farm | ☐ 4. No preference |

C. Experience desired to enter this job title _____

V. Limitations on Entering This Job Title

- A. Licensing or certification (professional, industrial, Civil Service, etc.)
- B. Labor law restrictions
- C. Labor union restrictions
- D. Other (specify)

VI. Education Desired to Advance in This Job Title or to a Related Position

A. Technical short course or other training employer provides: (Specify)

B. Other types of education desired:

APPENDIX II

Picture
of
Student

STUDENT INFORMATION SHEET FOR VOCATIONAL OCCUPATIONS COURSES

NAME _____ Parent or Guardian's Name _____

Address _____ Phone No. _____

Age _____ Sex _____ Birth Date _____ Height _____ Weight _____ Social Security No. _____

Parent's Occupation: Father _____ Mother _____

Grade in School _____ Type of Curriculum you are in: College Prep _____ Vocational _____ General _____

List the clubs or organizations to which you belong. Indicate any offices you have held.

What do you consider your "strong" points:
(Why you would want to hire you.)

What do you consider your "weaker" points:
(Why you might not want to hire you.)

In what occupations do you prefer to receive training? 1st Choice _____

2nd Choice _____ Would Consider _____

Will you be available for work after school? _____ on Saturdays? _____ School Holidays? _____

Will you have transportation to work if it is needed? _____ Do you wear glasses? _____

Do you have any physical handicaps that would limit your work? _____ If yes, explain.

List the name of your employer on previous jobs you have held, the length of the time spent on that job, what the job was, and your reason for leaving that job.

NAME OF EMPLOYER	JOB	TIME THERE	REASON FOR LEAVING

HAVE YOUR PARENT COMPLETE THE NEXT LINE:

_____ has my permission to participate in the occupational experience program, and I shall cooperate with the teacher and employer to make this a most worthwhile program for my _____ (son or daughter).

(Signature) _____

(To be completed by teacher)DO NOT WRITE BELOW THIS LINE(To be completed by teacher)

High School Credits earned, grade in each, to date: Use Blank Lines for Other Subjects

English _____	History _____	Biology _____	Typing _____
Algebra _____	Economics _____	Physics _____	Shorthand _____
Geometry _____	Psychology _____	Chemistry _____	Bookkeeping _____
	Sociology _____		Bus. Law _____

Subjects needed to graduate: _____

I.Q. Test Scores: _____

Other Test Scores of Interpretations: _____

APPENDIX III

PLACEMENT AGREEMENT
for
SUPERVISED OCCUPATIONAL EXPERIENCE

If the student is to benefit to the fullest extent from the occupational experience program, it is necessary to have the cooperation of the student, the parents, the teacher and the employer. This cooperation can best be attained if all the people participating in the program have a definite understanding of their responsibilities to the program as well as an understanding of the responsibilities of each of the other people involved in the program.

IT IS UNDERSTOOD THAT THE TEACHER AGREES TO:

- ___ 1. Assume responsibility for the planning and implementing of the program.
- ___ 2. Assist the employer in the occupational experience program planning.
- ___ 3. Assist the employer in the selection of students for employees.
- ___ 4. Visit the student on the job at regular intervals for the purpose of coordinating class instruction and the actual occupational experience.
- ___ 5. Evaluate the progress of the student in terms of the objectives outlined in the planned program.

IT IS UNDERSTOOD THAT THE EMPLOYER WILL:

- ___ 1. Provide the student with opportunities to learn how to do a job well.
- ___ 2. Provide a progressive learning situation for the student.
- ___ 3. Teach the student the most effective ways of doing the work, and at the same time, develop work habits and attitudes that will enable the student to adapt to changing situations.

IT IS UNDERSTOOD THAT THE STUDENT WILL:

- ___ 1. Recognize that the employer must profit from his labor in order to justify hiring him.

- ___ 2. Behave in a business-like manner on the job; punctual, dependable, loyal and well groomed.
- ___ 3. Follow instructions, avoiding unsafe acts and staying alert at all times.
- ___ 4. Be courteous and considerate at all times.
- ___ 5. Keep accurate records of occupational experiences as designated.

IT IS UNDERSTOOD THAT THE PARENTS WILL:

- ___ 1. Cooperate with the teacher, employer, and the student in their efforts to make the occupational work experience program most profitable to the student by:
 - ___ stressing the opportunities provided by such a program, that cannot be found elsewhere.
 - ___ encouraging the student to develop and cultivate desirable personal habits of cleanliness about the person and clothing.
 - ___ encouraging the student to develop good work habits and attitudes toward the world of work and life in general.

ALL PARTIES AGREE TO:

An initial trial period of _____ working days to begin on _____ 19 __, to allow the student to adjust and prove himself at _____
 and will continue to work until _____ 19 __, unless the arrangement
 becomes unsatisfactory to either the student or employer or both.

The usual working hours will be as follows:

While attending school _____

When not in school _____

Provision for overtime _____

Provisions for time off _____

Wages will be at the following rate(s):

Trial period _____

Remainder of the agreement period _____

And will be paid (when) _____

STUDENT _____ EMPLOYER _____

Address _____ Address _____

Telephone No. _____ Telephone _____

Social Security No. _____

PARENT _____ TEACHER _____

Address _____ Address _____

Telephone No. _____ Telephone No. _____

School Telephone No. _____